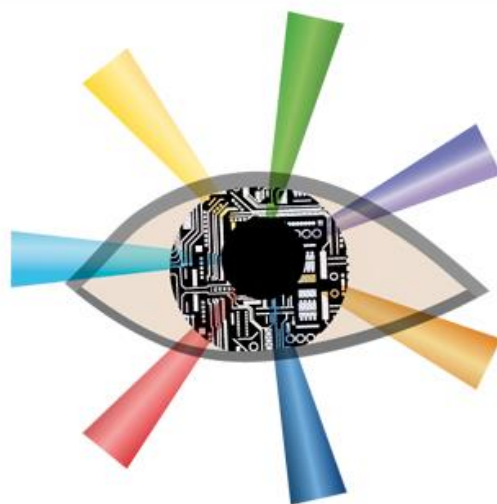# Mark Scheme
(Results)

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Pearson BTEC Level 3 - IT

Unit 1: Information Technology Systems
31760H

Information Technology

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Unit 1: Information Technology Systems

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Question Number	Answer	Mark
1a	Award **one** mark for identification and **one** mark for an appropriate expansion point. • The (mobile data connection) could lose signal/signal may drop out due to not being in one place/static/ interference from e.g. tunnels/ area with poor signal (1) which would disconnect him from the service/may not be able to access the VPN / unable to access emails/other communication methods/ can lose files during transfer (1) • His designs may include large files/generate large files (1) (mobile data connection) may not provide sufficient bandwidth/may increase file upload/download time/may incur large data usage cost (1) **Accept** • He might hit data usage limits (1) which will prevent him from accessing his designs/incur additional costs for extra data (1) **Additional guidance** Identification and expansion marks may be transposed Do not accept 'losing work' on its own.	4

Question Number	Answer	Mark
1bi	Award **one** mark for identification and **one** mark for an appropriate expansion point. A VPN ensures security (of files) by restricting access to only authorised users (1) authorised users are given user names and passwords (1) Message integrity (1) to detect any instances of tampering with transmitted messages (1) Digital certificates (1) allow access without needing administrator intervention/automatic connection (1) Sender authentication (1) only allow access from authorised devices (1) Encryption (1) uses Internet protocol security (IPSec)/ generic routing encapsulation (GRE)/Secure Sockets layer (SSL)/TLS (transport layer security)/uses private key cryptography/ need the key to decrypt/decode the data (1) **Additional guidance** Identification and expansion marks may be transposed **Do not accept** 'need a key to access the data'	4

Question Number	Answer	Mark
1bii	Award **one** mark for identification and **one** mark for an appropriate expansion point. Password history/ users cannot use a password previously used (1) to ensure other people who may have seen the password cannot use it (1) Account lockout if incorrect password entered more than specified number of times (1) to ensure authenticity of user (1) A minimum length of eight characters/use a **mix** of e.g letters/numbers/symbols/special characters/ do not use personal information (1) to make it more difficult for someone to guess it (1) Regularly change the password (1) to ensure other people who may have seen the password cannot use it (1) **Additional guidance** Identification and expansion marks may be transposed The mix must include **at least three** sensible options	4

Question Number	Answer	Mark
1c	Any four from: • Need/use (software) (device) drivers (1) • Driver receives signals from/ communicates with hardware (1) • Driver translates signals so software (OS & applications) can understand (1) • When a signal is received from hardware OS it is held by a buffer / instruction put into a queue until resources available (1)	4

Question Number	Answer	Mark
1d	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.

Learners discuss the factors, **other than the initial cost of the software**, that the company should consider before going ahead with the upgrade.

<u>User experience / needs</u>
Will the upgrade:
• require additional training for users? Can additional training be provided in house, or will they need to use an outside training agency. Does the software come with adequate user guides whereby users may be able to 'teach' themselves?
• incorporate the same functionality as a minimum? Obviously additional functionality will have been incorporated or the upgrade would not be worthwhile. However there may be features that have been removed – this could impact on the user experience.
• incorporate the same accessibility features – similar to the previous point, but the particular needs of individuals in the organisation may have to be considered.

<u>Specifications</u>
Will the upgrade be 'off the shelf' or bespoke. This will depend largely on the current software. If the software is bespoke the organisation will be able to incorporate features best suited to their specific needs. As they offer designs for specialised machine parts they are likely to need the flexibility of bespoke software.

<u>Compatibility</u>
Will the upgrade be compatible with:
• current operating system and current hardware used by the organisation. There may be computers of different specifications/ages in use and the operating systems may vary. They must ensure that the software will work on all, otherwise they are going to have to consider the implications of replacing / upgrading those where the OS is not compatible.
• current hardware. There may be computers of different specifications/ages in use. It is likely that there are a mix of PCs and laptops used by designers and the software must be compatible. If the software is not compatible with laptops then designers will probably have problems when visiting clients. | 8 |

	• previous versions of application software (backward compatible), could be implications for previously created designs Implementation • amount of downtime – the organisation will need to minimise the amount of downtime caused by the changeover. • timing – this can be crucial as designers visiting clients are likely to need to use the software to demonstrate designs. The timing should be when the software is least likely to be in use e.g. overnight. • who will carry out the upgrade? Is there the technical knowledge within the current IT provision in the organisation or will there be a need to employ an outside agency? There could be security issues if an outside agency is used as customer's designs are likely to be 'secret'. User support. In addition to support needed during implementation is post implementation support available, both in terms of onsite help and call desk facilities? Designers travelling may need access to call desk facilities - the implications of software problems could impact on the organisation. Clients will not be pleased if they can't see designs when necessary/can't have designs produced on time etc, and this could lead to lost business.	

Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of knowledge and understanding • There will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited discussion which contains generic points • Little or no consideration of different aspects
Level 2	4–6	• Demonstrates some accurate knowledge and understanding • There will be some gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects • There will be some consideration of how they interrelate

Level 3	7-8	- Demonstrates mostly accurate and detailed knowledge and understanding - There will be minor gaps or omissions - Most of the points made will be relevant to the context in the question, and there will be clear links - Displays a well-developed and logical discussion which clearly considers a range of different aspects - Clearly shows how they interrelate

Question Number	Answer	Mark
2ai	Award **one** mark for identification and **one** mark for an appropriate expansion point. Adjust system settings: • screen resolution (1) to improve the clarity of the on screen text/ images (1) • display settings / brightness / calibrate colour / contrast (1) adjust to suit individual problems/ improve clarity (1) • font/text size / icon size / use magnifier (1) to increase the clarity of on screen elements / provide more/improve detail (1) • use narrator / audio description / text to speech (1) to provide audio instructions for navigation/access to components / identify components/menus / read out onscreen text (1) • speech recognition (1) to reduce the need for the user to use 'standard' input devices and menus (1) • on-screen keyboard (enlarged) (1) to facilitate easier data entry (1) • Adapted user interface (1) **Additional guidance** Do Not accept hardware solutions Identification and expansion marks may be transposed	4

Question Number	Answer	Mark
2aii	Award **one** mark for identification and **one** mark for an appropriate expansion point. Hardware devices • Microphone (1) to enable verbal input (1) • Braille/concept/large-key keyboard (1) to enable text input (1) • Braille printer/embosser (1) for text output (1) • Braille screen (display) (1) to convert text to Braille (1) • Speakers/headphones (1) audio output (1) • Large monitor (1) display larger text without reducing the content / window(s) visible (1) **Additional guidance** Do not allow expansion mark without identification of hardware device Do not allow 'tablet – this is not a peripheral device	4

Question Number	Indicative content
2b	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.

Learners discuss why file permissions are used and the impact on the students and tutors using the LAN.

File permission used to restrict what users (tutors and students) can do with file contents:

- read only – users can access the files and read the contents. They are unable to change contents or delete the files.
- read/write – users can access the files and add to contents. They will not be able to delete the files, may be able to copy the files.
- full access/full control – can access the files edit contents and delete files.

Tutors will be able to add files to the shared area and set permissions:

- read only - tutors produce content for courses that must not be altered and/or deleted e.g. essential reading materials/course content/specifications. All students need to be able access this in its original format.
- read/write – tutors produce materials worksheets which students can access and complete and return for assessment. Files cannot be deleted from the shared area but may be copied (to students own area).
- full access/full control – allows read, write and delete. May set up files for individual students to access and copy to their own user area.

Tutors will also be able to:

- delete / edit files in the shared area
- create administrative files relating to students' progress.

In the shared area students will:

- not be able to change file permissions on files
- be able to copy files to their own user area where they may be able to set/change file permission

In own areas all users will be able to create files and set permissions.

Additional guidance

The question relates to shared area of the network, therefore do not credit responses relating to tutor files which students should not have access to. |

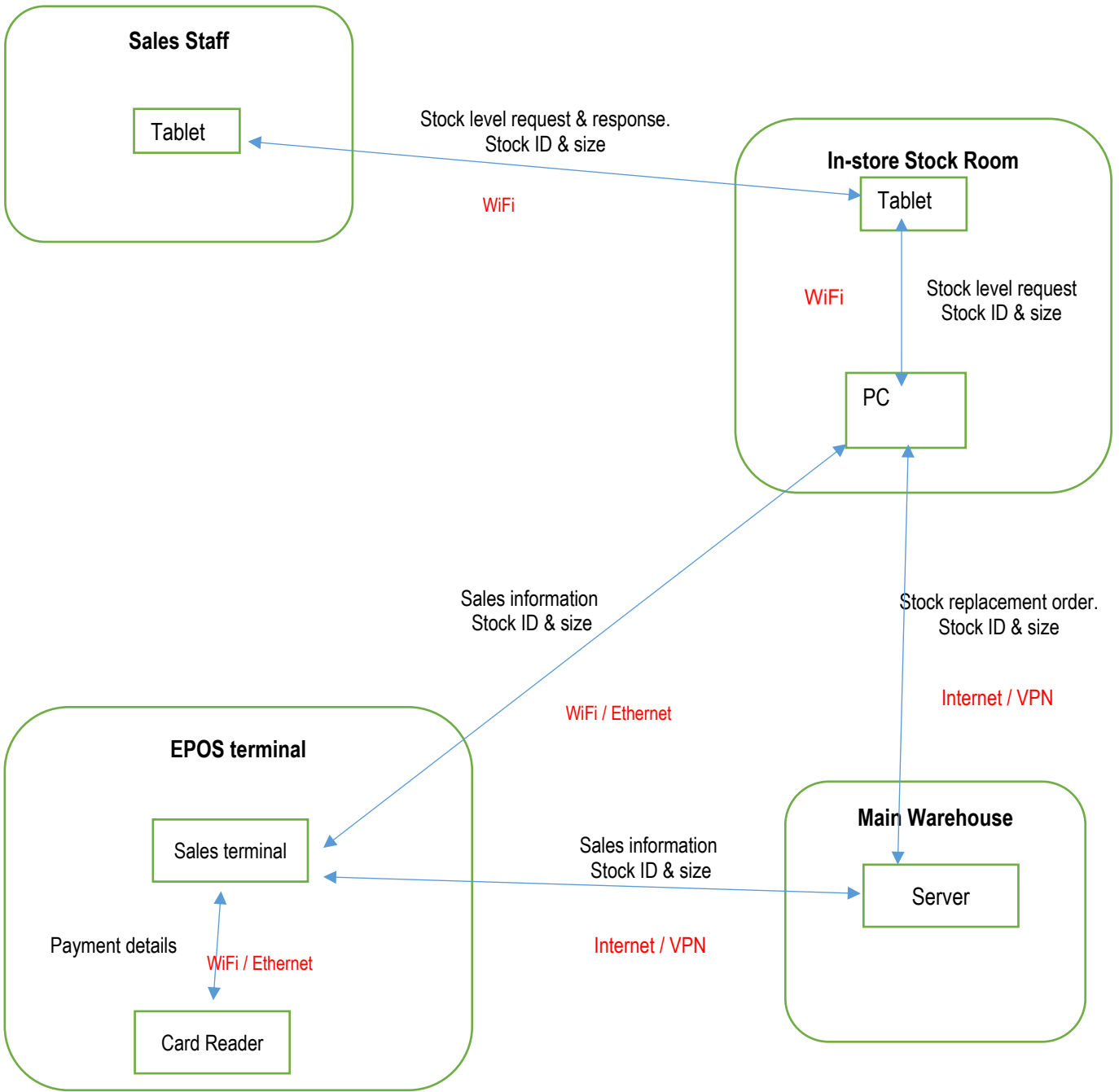| Mark scheme (award up to 6 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.		
Level	**Mark**	**Descriptor**
Level 0	0	No rewardable material.
Level 1	1–2	- Demonstrates isolated elements of knowledge and understanding - There will be major gaps or omissions - Few of the points made will be relevant to the context in the question - Limited discussion which contains generic points - Little or no consideration of different aspects
Level 2	3–4	- Demonstrates some accurate knowledge and understanding - There will be some gaps or omissions - Some of the points made will be relevant to the context in the question, but the link will not always be clear - Displays a partially developed discussion which considers some different aspects - There will be some consideration of how they interrelate
Level 3	5-6	- Demonstrates mostly accurate and detailed knowledge and understanding - There will be minor gaps or omissions - Most of the points made will be relevant to the context in the question, and there will be clear links - Displays a well-developed and logical discussion which clearly considers a range of different aspects - Clearly shows how they interrelate

Question Number	Indicative content
2c	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers. Learners discuss the factors that the agency need to consider before introducing an emerging technology. Emerging technologies can be hardware, software based or a combination. The focus of responses may relate to any/all of these. User experience/needs • ease of use • performance • availability • accessibility Compatibility Need to ensure that the emerging technology is compatible across different platforms. This includes hardware, operating systems and other application software, communication software, security software. • current hardware/teaching devices. These may vary, could be laptops provided by the agency, but staff may also be using tablets etc. • peripherals. e.g. a 3D printer may not work with new/existing software • operating systems. If not compatible then the agency will need to consider the implications of replacing / upgrading the device. • application software. Depending on type of emerging technology may need to work alongside other applications and compatibility is essential. • security software. Must ensure that the emerging technology does not cause security issues. Cost Need to look at all costs / carry out a cost benefit analysis to establish whether this is a good use of resources. • emerging technology. • installation. Who is going to install/maintain the technology – in-house / external agency? • training. Is training needed and if so who is going to carry out the training – in-house /external agency? Security Must ensure that the emerging technology does not impact on the security of current systems Implementation • Does the technology need all/some system(s) to be closed down when installing, if so will need to carefully consider when the installation is going to take place • When is the training going to take place, is it a 'one-of' type training or will training be ongoing over a period of time. As it is a training agency need to consider impact of these and consider carefully when the training will take place

	• Has the technology been fully tested or are issues likely to arise which will impact on other aspects of the system(s).

Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of knowledge and understanding • There will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited discussion which contains generic points • Little or no consideration of different aspects
Level 2	4-6	• Demonstrates some accurate knowledge and understanding • There will be some gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects • There will be some consideration of how they interrelate
Level 3	7-8	• Demonstrates mostly accurate and detailed knowledge and understanding • There will be minor gaps or omissions • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical discussion which clearly considers a range of different aspects • Clearly shows how they interrelate

Question number	Indicative content

3a	A diagram of a potential system/integration of IT systems and connections used to meet the requirements of the scenario.
	
	Example response – note this is indicative only. Credit should be given for a diagram that meets the requirements of the given problem.
	
	Diagram may include:
	
	devices:
	
	• Sales staff – tablet devices
	• In-store stock room – PC & peripherals / tablet device
	• EFTPOS terminal – with peripherals e.g. scanner, keyboard, monitor/ touch screen, card reader
	• Server at main warehouse
	• Customer bank
	
	Connections & Types and users:
	Sales staff (tablet)
	    • in-store stock room (tablet) - Wifi
	
	In-store stock room
	    • tablet to sales staff (tablet) - WiFi
	    • PC to peripherals – WiFi / cables / USB
	    • PC to warehouse - internet / VPN
	    •
	EPOS terminal
	    • Terminal to peripherals – WiFi / cable / USB
	    • Terminal to Warehouse server - internet / VPN
	    • Card Reader to Customer bank – internet / Secure connection
	
	Data flow:
	
	The diagram should show descriptions of the data flow between components and show the direction in which data is exchanged.

Sales Staff

Tablet

Stock level request & response.
Stock ID & size

WiFi

In-store Stock Room

Tablet

WiFi

Stock level request
Stock ID & size

PC

Sales information
Stock ID & size

WiFi / Ethernet

Stock replacement order.
Stock ID & size

Internet / VPN

EPOS terminal

Sales terminal

Payment details

WiFi / Ethernet

Card Reader

Sales information
Stock ID & size

Internet / VPN

Main Warehouse

Server

Mark scheme (award up to 6 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.		
Level	**Mark**	**Descriptor**
Level 0	0	No rewardable material.
Level 1	1–2	Diagram provides partial coverage of appropriate devices. Storage/Data sharing and connection types are used to meet some of the requirements of the scenario. Diagram includes annotations of the data that will be shared among the components of the system.
Level 2	3–4	Diagram provides coverage of mostly appropriate devices. Storage/data sharing and connection types are used to meet the majority of the requirements of the scenario, but these may not always be the most efficient. Diagram includes mostly accurate annotations of the data that will be shared among the components of the system
Level 3	5-6	Diagram provides thorough coverage of appropriate device. Storage/data sharing and connection types are used to fully meet the requirements of the scenario. Diagram includes detailed and accurate annotations of the data that will be shared among the components of the system.

Question Number	Answer	Mark
3bi	Award **one** mark for each of: • **item** data collected by (bar code) reader/scanner/touch screen (1) • (stock) database updated/ stock level updated (1) • stock levels **compared** to minimum stock /reorder level (1) • automated decision made to re-order stock (1) **Additional Guidance** Any relevant input device. Must be **comparison** for 3rd mark point	3

Question Number	Answer	Mark
3bii	Award **one** mark for each of: Reduced chance of data input errors (1) ensures that stock details are correct (1) stock availability is maintained/ don't run out of stock (1) Stock levels instantly updated (1) ensuring that new stock is ordered in a timely manner (1) improving customer satisfaction / increasing profit (1)	3

Question Number	Answer	Mark
3ci	Learners provide a diagram of a user interface for a data entry screen, for a given data set. Award **one** mark for inclusion of each of the following in the design, up to a maximum of **five** marks: • all six fields included shown with label and appropriate sized data entry field • at least one appropriate method to ease data entry (e.g. drop down menu/radio buttons for number ordered/colour field) • at least one accessibility feature included (e.g. option to increase/decrease font size, 'listen to this page' feature) • onscreen instructions/prompts/example data entry to help users • button/navigation to move to next screen. Award **one** additional mark for suitable layout/design showing all of the following, good use of layout and screen space, e.g. font size alignment and fit for purpose.	6

Question Number	Answer	Mark
3cii	Award **one** mark for identification and **one** mark for an appropriate expansion point up to a maximum of 2 marks for each. Reduce the risk of (initial) data entry errors (1) • asking the customer to double check (1) • manually checking the data stored against data provided by the customer (in paper format) (1) • provide 'restricted' data entry techniques e.g. drop down menus (1) • ask customers to complete the information themselves (1) Use verification techniques (1) such as double entry / checking a post code exists / reduce the risk of (initial) data entry errors (1) Use validation techniques (1) to ensure only sensible/acceptable/reasonable data is entered / reduce the risk of data entry errors (1) (Periodically) contacting customer via /email/letter/phone call (1) asking them to check data held for any changes/updates (1) **Additional Guidance** Allow 'Reduce the risk of (initial) data entry errors' once only, however each correct expansion may be awarded	4

Question Number	Indicative content
4a	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers. Learners discuss the characteristics and implications of methods available to collect the information. **General considerations** Need to consider which methods would be best to use to get a balanced view from as many customers as possible. Need to consider the impact on customers who currently book holidays in the shops – if these customers who are not IT literate they will not be able to take part in an online survey which may skew the results if his method is chosen. May need to consider using a combination of both online and face to face methods in order to get a better picture. **Face-to Face focus group** **Implications - positive** • not reliant on IT ability/equipment/internet, so gives access to all customers – particularly those who 'traditionally' book instore/are not IT literate • no reliance on technology during meetings • easy to clarify issues for both customers and the organisation as can have an 'open' discussion, although this will make responses more difficult to analyse • can be sure have right participants / target audience in meetings **Implications - negative** • need to invite customers to attend as participants need to travel to a meeting, which may be inconvenient/costly • would all customers be able/willing to attend, or would some sort of enticement be needed, which could be costly • need to organise a physical meeting room and this can have cost implications for both customers and the organisation • need to set up several meetings/venues to collect data from around the country, otherwise may produce skewed data • need an effective system for recording/summarising the main points of the discussion, to produce consistent results across the country/different meetings • need to collate information from all meetings, which can be time consuming • the ease of analysis is heavily reliant on the person running each meeting following the same procedures

On-line Survey

Implications - positive
- consistency of questions across all participants
- provides tool for data collection analysis
- data is input to the system by participants, therefore reduces errors and is time saving as it doesn't need to be physically entered.
- system can easily be set up to analyse data
- reduces the cost of setting up a meeting (venue cost, refreshments, etc.)

Implications - negative
- reliance on IT literacy / access to technology of participants, which means that some existing customers will be excluded
- reliance on the technology that potential participants have access to
- need to be careful in who the surveys are sent out to. If 'random' then the results will not reflect the views of the 'average' customer, skewing results
- questions must be carefully structured

Other considerations

Will need to consider the user interface to ensure that the quality of data collected.
- ease of use
- accessibility
- error reduction
- intuitiveness
- functionality
- performance
- compatibility

To be effective will need to ensure that the survey is set up to gather the optimum information, which can be readily analysed. This may mean employing external agency which can be expensive.

Accept any reasonable response that relates to the use of on-line platforms to conduct research using online survey

Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.		
Level	**Mark**	**Descriptor**
Level 0	0	No rewardable material.
Level 1	1–3	- Demonstrates isolated elements of knowledge and understanding - There will be major gaps or omissions - Few of the points made will be relevant to the context in the question - Limited discussion which contains generic points - Little or no consideration of different aspects
Level 2	4–7	- Demonstrates some accurate knowledge and understanding - There will be some gaps or omissions - Some of the points made will be relevant to the context in the question, but the link will not always be clear - Displays a partially developed discussion which considers some different aspects - There will be some consideration of how they interrelate
Level 3	8–10	- Demonstrates mostly accurate and detailed knowledge and understanding - There will be minor gaps or omissions - Most of the points made will be relevant to the context in the question, and there will be clear links - Displays a well-developed and logical discussion which clearly considers a range of different aspects - Clearly shows how they interrelate

Question Number	Indicative content

4b	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.
	
	Learners **evaluate** the implications of the move to an online-only booking system for Ay-to-Bee agency and its customers.
	
	General issues
	The system is moving from customer booking online and store bookings.
	
	Store bookings are processed by instore staff, probably using the same online system as customers. Therefore there is likely to be little change in the overall traffic using the booking system, but this would still need clarifying.
	
	As systems are already in place to take online bookings it is unlikely that there will be any need to change software / hardware / communication (with customers) systems in central booking systems.
	
	Ay-to-Bee
	• saving on offices in cities – buildings premises / overheads / hardware / staff reduction
	• savings on connectivity / networking systems between store and head office
	• may lose customers/revenue from customers who prefer/need to use instore booking
	• potential for increased online bookings
	• costs of staff redundancy / retraining
	• increased cost of additional staff at head office – administration / customer service
	• may need to set up additional customer service facility to deal with increase in queries
	• some data may be stored on instore computer systems
	    ○ would need to ensure that this is backed up /transferred to central storage
	    ○ removed from instore systems
	    ○ are the two systems compatible / is the data in the same format
	• are instore and centralised computer systems
	    • centralisation of all data – more manageable / fewer security issues / may lead to fewer technical staff
	
	Ay-to-Bee staff
	• store based staff – job losses / may be able to move to alternative employment within the organisation / retraining / relocation
	• head office staff – may lead to increase in job opportunities – technical roles / customer services
	    • technical staff – changing job roles due to move from dealing with store bookings to customer bookings
	
	Customers
	• current 'online' customers will be largely unaffected

	• current instore customers
	    o will have to find new ways of booking or move to rival agencies
	    o will need the necessary IT skills/ IT infrastructure
	    o may need additional guidance / help with bookings, putting greater demands on customer service staff
	
	Implementation
	• need to determine how the changeover will take place - all stores close simultaneously or phased changeover
	• phased changeover will have less impact on current instore customers (can visit alternative store)
	• staff will need to be retrained before implementation can begin
	    • new systems e.g. customer services will need to be in place before implementation (may be an increased demand initially)

Level	Mark	Descriptor – evaluate **Mark scheme (award up to 12 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.
	0	No rewardable material
1	1-4	• Demonstrates isolated elements of knowledge and understanding • There will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic or descriptive points • Little or no conclusion
2	5-8	• Demonstrates some accurate knowledge and understanding • There will be some gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points • There may be a conclusion which is partially supported
3	9-12	• Demonstrates mostly accurate and detailed knowledge and understanding • There may be minor gaps or omissions • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail • There is a conclusion that is supported

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